

**CHARACTERISTICS OF THE PEDAGOGUES AND STUDENTS-
PEDAGOGUES AS ADULT LEARNERS AND OPPORTUNITIES FOR
CREATIVE SELF-DEVELOPMENT OF PERSONALITY**

**ХАРАКТЕРИСТИКИ ПЕДАГОГОВ И СТУДЕНТОВ-ПЕДАГОГОВ КАК
ВЗРОСЛЫХ УЧАЩИХСЯ И ВОЗМОЖНОСТИ ДЛЯ ТВОРЧЕСКОГО
САМОРАЗВИТИЯ ЛИЧНОСТИ**

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Аннотация

В связи с современными концепциями и технологиями педагогического образования, ориентированных на творческого саморазвития личности, заслуживают особого внимания андрагогические модели обучения. В статье рассматриваются основные предположения Ноттингамской андрагогической группы о характеристиках взрослых учащихся и о учебном процессе, которые определяют их творческого саморазвития личности. На основе этих характеристик изложены и характеристики педагогов и студентов-педагогов. Они, вместе с профессиональными компетенциями педагогов, определяют большой потенциал для творческого саморазвития личности.

Ключевые слова: творческое саморазвитие личности, педагоги, характеристики взрослых учащихся, профессиональные компетенции педагогов.

Abstract

In relation to modern concepts and technologies of teacher education oriented to creative self-development of personality deserve a special attention Andragogic training models. The article discusses the basic assumptions of Nottingham Andragogic group about the characteristics of adult learners that underlie creative self-development of the adult learner's personality. Based on these characteristics, the characteristics of educators and students-teachers are outlined. They, together with the professional competencies of teachers, determine the great potential for creative self-development.

Keywords: creative self-development of personality, pedagogues, characteristics of adult learners, professional competencies of the pedagogues.

Introduction

In relation to modern concepts and technologies of teacher education oriented to creative self-development of personality [1] deserve a special attention Andragogic training models. The basic assumptions about the characteristics of adult learners could underlie opportunities for creative self-development of the adult learner's personality. Based on these characteristics, the characteristics of pedagogues and students-pedagogues could be determined. From them stands out a great potential for creative self-development of personality.

Basic assumptions for the pedagogues and students-pedagogues as learners and the learning process based on Nottingham andragogic model

Educators and students who study pedagogical specialties, constituted a kind of adult learners with their specifics. A contemporary understanding of their characteristics as adult learners can be based on key the assumptions about students and learning according to Nottingham Andragogy Group Model [4] and Malcolm Knowles Andragogical Model [5]; own teaching practice with students from the specialties „Preschool and primary school education”, Primary school

education with foreign languages”, “Social pedagogy” and “**Special pedagogy**”; the professional competence of pedagogical specialists. The characteristics of adult learners shall also apply to the educators. Besides them can be formulated and specific characteristics of teachers who have a positive impact on the learning process and the creative self-development.

Basic assumptions about adult learners and the learning process according Nottingham andragogic model

The members of Nottingham Andragogy defined the following basic assumptions about adult learners and the learning process [2, p. 139-142].

- People are social beings whose nature is determined by the interaction and their doings in their social and historical context, and by contributing to their own formation, for the development of society and history, they in turn are influenced by the results (what they and others have created).

- The elderly man, who thinks, learns, and critically reflects, is "adequate" human being.

- The adult development differs from that of the child and adolescent in the potential for development in the direction of qualitative change of the thinking, feelings and general - of personality through the stages of adulthood.

- The overall development of the adult is enhanced by creative and critical thinking, which is preferable to the uncritical acceptance of foreign thoughts.

- The creative and critical thinking are developing to a greater degree by combining the group with the self-directed learning.

- A major element and factor of the effective learning is the continuing reintegration of cognitive and affective.

- Knowledge can be seen as open and closed system. In one open system can be added a lot of knowledge and critical judgments that lead to change and personal development. However, even treat it as a closed system, something already the acquired knowledge can be used to solve new problems or to create a new system of knowledge.

- The learning includes thinking, discovering, questioning, critical thinking and creative answers.

- The education not only relates to the transfer of knowledge and experience, but rather to the selection, synthesis, discovery and dialogue.

Basic assumptions for the pedagogues and students-pedagogues as learners and the learning process

In relation to the first basic assumption of Nottingham group can say that, the development and activities of the students-teachers should be considered in the context of personal, social and historical unity. Development and the activities of the students-teachers should be considered in the context of personal, social and historical unity. Taking into account the peculiarities of educational activity, its social orientation and its role in the overall development of the personality of students, it can be expected that the interconnection it with results will be particularly pronounced. Educators have great potential for understanding the role of learning for their own career development and the social and historical development.

This assumption outlines the needs of educators of cooperation and partnership in the learning process. Through communication and reflection will assist them with their personal, professional and career development, and hence the development of their students in school, community development and development in the historical context.

Second basic assumption focuses on providing opportunities for critical thinking in the learning process, skills development for joint problem solving, decision making, analysis and synthesis. The pedagogical staff as a whole possess aforementioned skills and are open to the further development and improvement.

This will be possible if the lecture is not the dominant form of teaching, but used a wide range of constructivist approaches. Thus, the motivation to learn will grow strongly. It can be seen the relationship with the practice, the achievement the desired results. Will be implemented one of the headline targets of adult education - development of critical thinking.

In relation to the third basic assumption of Nottingham group can say about the educators, that based on their education and life experience have outstanding potential for qualitative changes in their personal and professional development. The new knowledge combined with the ability to think and reason critically, will be a prerequisite for life changes, self-development and career development.

Fourth basic assumption leads to the following statement: creating situations for critical reflection, a meeting of different ideas and values, models of behavior will lead to rethinking their positions, values and actions. Will be implemented personal transformation and enhancement of their maturity. Students will have knowledge, skills and values that will help them avoid the uncritical acceptance of ideas and perspectives.

In relation to the fifth basic assumption, it could be argued, that matching individual and group work will meet the individual learning styles of students, will create a suitable environment to unlock the creative problem solving and the birth of new ideas. The emotional and supportive environment will stimulate creative thinking, will remove barriers for critical reflection, will create a sense of satisfaction and desire for creative participation in the learning process.

As regards the sixth assumption. The skillful inclusion in cognitive processes, that are associated with memorable and inspiring emotional states, will support the career development of teachers in three main areas. Will increase self-esteem and will open more career opportunities, will expand confidence, that these opportunities can be effectively used. Student teachers have a methodological culture, know well the relationship between the cognitive and emotional factors. They will be able to partner with the teacher in the use of thought and emotion in the learning process.

As regards the seventh assumption. The flexible application of the integrative and interdisciplinary approach and the principles of the constructivism, the use of personal experience and the experiences of others will lead to the construction of new knowledge, skills and attitudes for management of the personal and professional development.

In relation to the eighth basic assumption, taking into account the limited capacity of reproductive learning, will create conditions each student to ask

questions, formulate hypotheses, to find answers and thus to learn to properly define goals and prepare a personal plan to achieve them.

In relation to the ninth basic assumption, it is useful to focus on the group work, problem solving, and generation of alternatives to deal with life and work transitions, using the potential of the portfolio as a means of professional and personal development.

Can be formulated and specific characteristics of teachers who have a positive influence on continuing creative self-development of their personality. There are requirements to the training of teachers, stimulating creative self-development of his personality. One of them is the construction of general knowledge, skills and values. The teacher builds in all educational levels and by each subject communication skills; skills for independent work, team work, problem solving, efficient search, retrieval, selection and evaluation of information from different sources. Assist in the formation of positive attitudes to learning as a value. Promotes the development of value orientations of respect and respect for the uniqueness of the individual. Contributes to formation of positive social and civic skills. Assist in the formation of constructive attitudes of empathy, commitment and action on environmental, civic and social problems.

Conclusion

Knowing the characteristics of adults as learners and in particular, the characteristics of the student-teachers as learners and the characteristics of the learning process are crucial for the preparation, implementation and assessment of their training effectiveness. If teaching at the university apply andragogic training model, teachers will effectively carry out creative self-development of personality. Another important conclusion is that the professional competence of educators that are developed through training leading to an education degree, continuing education and work, create prerequisites and result in the formation of skills for creative self-development of personality.

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